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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * APRIL 1971

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EXTENSION PROGRAM BALANCE
PAGES 2, 16

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE

REVIEW

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They are waiting

What makes a well-rounded total Extension program? Most of the possible answers to that question would be likely to mention the need for reaching a varied audience. This implies some special effort to expand Extension teaching beyond those groups who already are aware of Extension's programs and who seek Extension help on their own.

Nearly every article in this issue of the Extension Service Review includes examples of successful attempts to reach such special audiences. The articles deal with retirement-age workers, young homemakers, Indian adults and youth, grain shippers and transporters, youth in isolated areas, and businesses and organizations unfamiliar with Extension.

Each case is an example of what Administrator Kirby has said is the essence of Extension education: "Helping people to know what there is to want, and to want what we have to offer." The comment from a young Oregon homemaker who had recently been made aware of Extension sums up the situation of so many potential clientele groups everywhere: "We've been waiting for you all the time."—MAW

by
Dean C. Bork
Extension Agricultural Editor
Michigan State University

Island 4-H'ers learn to fly

Beaver Island, in northern Lake Michigan, is unique in many ways, but especially in the world of 4-H.

The domain of King Strang and a colony of Mormons in the 1800's "is one of the few, if not the only, 4-H flying clubs in the United States aiming for 100 percent official pilot certification," points out Keith Lamkin, Extension 4-H youth agent for the Emmet, Charlevoix and Cheboygan County area.

William Welke, a Beaver Island resident, serves as leader for the 4-H flying club.

The professional pilot owns and operates two planes and has carved a

landing strip out of a forest on his property a few miles south of St. James, the port town of the 6- by 12-mile island about 40 miles west of Mackinaw City.

Since October 1969, Welke has been teaching the all-boy group general aviation information and Federal Aeronautics Administration (FAA) regulations. A stack of well-worn FAA flight regulation manuals, creased maps, and a display of dexterity with course-altitude calculators by several of the boys are evidence of the progress being made.

"What are the four factors affecting

an airplane in flight?" Welke asked a 14-year-old.

"Thrust, drag, gravity, and lift," the young man answered quickly.

Welke predicted, "We should have a couple of boys out of this group with pilot licenses soon. Others will be qualified but will have to wait until they are 16 years of age—the minimum age for private pilot license certification."

He pointed out that the boys are attentive and develop a rapid understanding of the voluminous materials.

"Maybe they just want to be able to get away from here in the winter," he said half-jokingly. The 200 permanent residents are isolated when Lake Michigan freezes, stopping ferryboat trips to the mainland. Then airplanes are the only means of transportation to and from the island.

The boys have been meeting with Welke every Tuesday evening at the island's single school.

"This has been an enriching experience for these young people, considering their limited opportunities," emphasizes one of the four Roman Catholic nuns who serve as teachers for the kindergarten through 12th grade public school.

All 14 of the boys in the club have flown with Welke. The boys—11 to 16 years of age—started flying lessons in Welke's two-seater last summer after demonstrating a thorough understanding of instrument reading, flying regulations, map reading, course plotting, and other required material.

Unlike a shoemaker whose children go shoeless, Welke has provided his sons with excellent pilot training. Paul, 20, holds a pilot license. Mark, 15, and Carl, 13, are among the 4-H members who hope to qualify for their licenses soon. □

Two 4-H'ers use a calculator during a session on aeronautical navigation. They also studied flight principles, flying regulations, and other required materials before starting actual flying lessons.



'Moon shot' approach to grain transportation

Why is it that this Nation can send a man to the moon, but has so much trouble moving grain and other agricultural commodities from farm to market right here on planet earth?

In Iowa, they've found the answer—or at least part of it. The result is a "moon shot" approach to transportation of agricultural commodities. Iowa farmers do not expect to be the first in the marketplace on some exotic planet—but their grain in the future will be moving to market faster because the State's grain and transportation industries have adopted some of the elements of the moon shot strategy.

The first part of the answer is agreement or cooperation. The moon shot was agreed upon by all the people closely involved in the project. It was a matter of technical manipulation to achieve the goal. There was no real conflict over what ought to be done.

Now, take that problem of moving agricultural commodities from farm to market. About a year ago there appeared to be a transportation crisis for grain. With Iowa producing nearly \$1-1/2 billion worth of grain a year, transportation is a vital link in moving this great economic asset to market. So Iowa State University Extension Economist C. Phillip Baumel looked into the situation. He didn't find that coordinated, unified moon shot approach to transportation problems. In his words:

"The grain industry tended to place all the blame on railroads for the shortage and poor condition of cars and efforts to close branch lines serving many grain shippers. Many in the grain industry did not fully understand the basic problems in the grain transportation situation. The railroads, failing to find sympathy toward their

problems, tended to take a defensive position."

So not only did those intimately involved in grain transportation disagree on what ought to be done, there was opposition to some of the suggested solutions.

Dr. Baumel approached the Iowa Grain and Feed Association, which represents privately owned grain shippers, and the Farmers Grain Dealers Association, which represents cooperative grain shippers. He suggested jointly sponsoring a conference where the grain and transportation industry could discuss their common problems. The initial result was the Grain Trans-

portation Symposium at Iowa State in February 1970.

By almost any measure, the program was a success. More than 600 persons attended. The program was imitated by others—said to be the sincerest type of flattery. But most rewarding and most important was the recognition of those in the industry that there were reasons for transportation difficulties.

The industry recognized that no one segment was either solely to blame for the problems, or in a position to correct matters. It became apparent the only immediate solution to grain transportation problems was to gain increased efficiency from existing equipment and



facilities. And those attending recognized that the most effective means of improving efficiency is through the co-operation of all those involved in the task of moving grain from farm to market.

Ordinarily, the next step would have been a followup symposium to look at specific steps the industry could take to improve transportation efficiency. And that was done at the 1971 symposium in March.

But meanwhile, something else occurred. Some key industry leaders saw how they could take the Extension idea and carry it further. So following the 1970 symposium, they formed the Iowa Agri-Business Transportation Task Force, a voluntary organization representing all sectors of the industry.

The goal of the Task Force was to improve communication among those involved in transportation, to increase understanding among industry segments, and to work on solutions to common problems. The organization is headed by B. J. (Jerry) O'Dowd,

manager of Continental Grain Company's Des Moines office. Dr. Baumel assisted the group by providing additional economic information and informal consultation.

Though barely a year old, the Task Force has taken on a number of projects. It is conducting a fund drive to obtain financing from the industry for additional research through the Iowa Agriculture and Home Economics Experiment Station. The research is needed to provide answers for future planning.

The Task Force also is sponsoring further discussions among specific segments of the industry. A session between carriers and shippers is planned later this year. Again, the goal is increasing understanding, communication, and cooperative efforts toward problem solutions.

And finally, the Task Force is promoting origin or destination grading of grain to avoid tying up transportation equipment an average of 4 days per shipment at intermediate inspection

points. The Task Force estimates this change would increase the availability of rail cars by at least 25 percent—to the benefit of shippers, buyers, and carriers.

Iowa's Task Force approach has attracted the attention of a number of national grain and transportation publications. Chairman O'Dowd expects the idea will soon have imitators in other areas.

Often it's difficult to trace results of university Extension and research ideas as they diffuse among the people. Ideas are passed in many directions and modified in many ways before they emerge in final form. Frequently it would be immodest for the Extension Service to claim responsibility after such a filtering process. In this instance, however, the source of the basic idea is acknowledged by those involved. And they agree that Iowa's moon shot approach to transportation will help farmer, shipper, carrier, and the university. □



Above, a large audience listens to an address at the 1971 Grain Transportation Symposium at Iowa State University. These programs have spawned a unique approach to agribusiness transportation problems in Iowa. At left, B. J. O'Dowd, Des Moines, chairman of the Iowa Agri-Business Transportation Task Force (left), discusses the organization's origin or destination grain grading project with Dr. C. Phillip Baumel, Extension economist at Iowa State University.

Improved agricultural production, more pleasant home surroundings, youth development—these things are Extension's forte. In Utah, they also are things the Ute Indians are seeking help with. Extension's experience plus the Utes' receptivity to assistance have led to successful programs in each of these areas.

The Ute tribe of northeast Utah has developed the largest cattle herd in the State. Scattered across 650,000 acres of rangeland are 5,300 mother cows, 300 range bulls, and 700 yearling heifers. Another 7,000 acres of irrigated farmland produce supplemental feed.

The tribally owned and operated Ute Tribal Livestock Enterprise employs 17 Utes year-round and another 35 seasonally.

In 1962, 152 cows used 5 percent of tribal rangeland. Today, 80 percent is being used. Much of the financial guidance leading to this phenomenal growth came from Extension economist Lloyd A. Clement of Utah State University, who helped develop and implement the basic economic plan.

As the operation expanded, the Ute Tribal Business Committee and Bureau of Indian Affairs were confronted with two major issues. First, the Utes were not managing their own enterprise—non-Utes staffed positions of foremen and manager. Second, this burgeoning cattle enterprise was stifling the initiative of about 45 individual Ute operators whose combined ownership of mother cows had dwindled to about 1,100 by 1967.

So the Committee and the BIA asked Extension to develop an intensified ranch management training program to groom Utes for top management positions in the enterprise and to augment management skills of other employees and individual operators.

Extension developed a proposal for 36 weeks of training and submitted it to the U.S. Department of Labor in 1968 for funding under the Manpower Development and Training Act. MDTA finances only entry-level training, however, and would not train currently employed Utes for management-level positions. As an alternative, Extension

Utes welcome Extension's help

by
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Fort Duchesne, Utah*

State and area specialists were called on for help. An instructional program began in early 1969.

During the year, 12 Extension agents and specialists led 18 classes. The 110 hours of instruction ranged from care of pregnant livestock to marketing and analyzing cost and production data. Instruction was equally divided between classroom and practical experience. Thirty-five men participated.

The Extension training helped several men develop an aggressive attitude toward strengthening or expanding their livestock operations. Nine of the individual operators afterwards applied to the Farmers Home Administration for loans for livestock purchases. The five who were granted loans purchased 210 mother cows, and some plan to buy more. The downward trend in numbers of individually-owned cattle, which began in 1951, seems to have been reversed.

Future increases probably will stem from the few operators with the most management skill. Some already are exhibiting improved management practices: feeding alfalfa-grass hay to cattle when range feed is covered by snow, dehorning cows to reduce injuries, assisting cows who experience difficulty in calving, and grazing range land less closely.

One operator said, "I had decided to quit, but with this encouragement, I am going to stay with it."

Two Utes became the Enterprise manager and foreman. They later left the Enterprise, but have applied their increased management "know-how" to their own livestock operations. The value of other employees also was enhanced by their participation in the program.

Perhaps the most exciting thing about this training program is that it revealed many Ute aspirations. This should open the gates of opportunity to many other Utes interested in ranch-type operations.

In the area of home improvement, Extension helped the Utes complete the first thrust of a major landscaping program in 1970. Participants tallied an impressive victory over the drab mantle of weeds and cobblestones left in the wake of house construction projects dating back to 1964. Today 20 homes sport a new carpet of green, and more are planned.

As early as 1961, Extension agents and specialists conducted landscape improvement meetings with the Utes. Nevertheless, most of the 3,500 trees given to the tribe by the State nursery in 1961 and 1962 were lost through improper handling and neglect.

When the Tribal Business Committee asked Extension for a reservation-wide landscape action program, the agent outlined a series of how-to-do-it dis-

cussions and suggested followup activities. The plan emphasized the use of native materials.

Community presidents endorsed the program and discussed it enthusiastically at community meetings. The program later was approved by the Ute Advisory Council—Tribal Business Committee, community presidents, community workers, and resource people from other agencies.

The BIA granted \$3,000 to the Utes for grass seed, hand tools, and fuel for hauling topsoil.

The agent conducted five classes at each of three Ute communities. Following each class, he visited each participant's home to suggest yard improvements. After the fifth class, all available time was devoted to evening and weekend work sessions coordinated by the Extension agent.

The most difficult obstacle was obtaining tractors and other equipment. Use of tribe-owned and BIA equipment by volunteer operators involved problems of coverage for accidental injuries, workmen's compensation, and liability insurance. Guidelines were worked out, however, and both the Ute

tribe and the BIA loaned equipment.

Impressed with the success of the landscaping project, the BIA has granted \$25,000 to the Ute tribe to prepare a series of educational films on improving the appearance, safety, and usefulness of the home and yard. The films, featuring Utes, will be offered for showing on all U.S. Indian reservations.

Extension and the tribe also have cooperated in a unique educational program for youth. Known as Tribe-BIA Days, this program is now in its fourth year. It fosters citizenship and career exploration for the Ute students at Union High School, Roosevelt.

The BIA collected data in 1969 to help identify special educational needs of Ute students. These data showed that 44 percent of the Ute students and 86 percent of the non-Ute students graduated from high school in 1968. About a year after high school graduation, only 56 percent of the Utes were "gainfully occupied" in contrast to 86 percent of the non-Utes. Only 14 percent of the Utes were in college, compared with 38 percent of the non-Utes.

To strengthen educational efforts in

the public school, the Tribal Business Committee, BIA, and Extension co-sponsor Tribe-BIA Days. The goals are for Ute students to understand that:

- vocational or professional training beyond high school is needed,

- jobs are awarded on the basis of training and competency rather than as a show of favoritism or a public handout,

- work assignments are within their grasp if they are adequately trained,

- productive and profitable employment is one of the essential requirements for a rewarding and satisfying way of life,

- Indian and non-Indian people share common career goals and professional aspirations,

- Indian and non-Indian people can and do work together for the benefit of all.

During the first day of 1970 Tribe-BIA Days, 70 Ute students staffed jobs within the Ute Indian Tribe, BIA, U.S. Public Health Service, Indian Community Action Agency, and Extension Service. Employees treated their assigned students to a noon luncheon. That evening, about 130 Ute and non-Ute students participated in a banquet and evening of social games and carnival activities.

The 70 Ute students attended a special seminar the following morning. Guest speakers were Miss Cecelia Jenks, former resident of the reservation now employed by the BIA, and John Artichoker, an Oglala Sioux who is superintendent of the Colorado River Agency. The final event was an all Indian student body assembly for about 700 students.

Ute students and the people whose jobs they shared completed questionnaires to help the Extension agent determine the value of Tribe-BIA Days. The majority of the responses were very favorable. Eighty-seven percent of the students, for example, said that they now better appreciate themselves as Ute Indians. And 97 percent recommended that the special days be held again next year. □

As part of the Extension management training course, two employees of the Ute Tribal Livestock Enterprise learn how to repair and adjust the knives and feeder chains on a corn chopper to reduce "down time" in the field.



'Open house' explains Extension to public

Program review meetings throughout Colorado's Tri River Extension Area during the fall of 1970 indicated public concern and misconceptions about the area Extension program.

The county commissioners in all four counties questioned and scrutinized the value of an area program versus a county program. The meetings also revealed a need for increased program leadership abilities in existing leaders, both adult and youth.

So the area Extension staff developed a program to familiarize people with the total capabilities of the Tri River Area Extension Service and its staff members, as well as the advantages of an area program.

As they planned, they had several objectives:

- to strengthen and improve the development and implementation of area Extension programs by maintaining existing relationships and establishing new ones—between program sponsors, donors, governing bodies, and other community groups,

- to develop and maintain communications assuring understanding of Colorado State University and Tri River Area Extension objectives, programs, and capabilities to gain support and cooperation for additional learning experiences,

- to agree on priorities within the area staff.

The best way to reach the necessary people, they decided, was to invite them to an "open house" at the Extension office. Open houses were scheduled in each office location—Montrose, Delta,

and Grand Junction, with the entire staff present to serve as hosts.

Invitations were intended to reach people not presently familiar with the services available from Colorado State University and its Extension Service. A special effort was made to personally invite businesses and organizations that have not traditionally been Extension cooperators. But those close to Extension were not forgotten.

The invitation list included members of the established clientele, government agency personnel, education people, service club presidents, and businessmen.

Nearly 800 personal invitations were mailed to people throughout the four-county Tri River Area, and nearly 300 attended the open houses.

To better tell the story of the Tri River Area Extension Service, a bulletin board display was developed. It showed the map of the Tri River Area, including the three rivers, to allow people to realize how the name came about.

Also on the bulletin board display was a listing of the specialty areas covered by the staff members in the Tri River Area.

In addition, a two-fold brochure was developed to be handed out to the visitors. The brochure gave a general explanation of Extension work and showed staff members' pictures with a description of their specific responsibilities.

This brochure was also distributed to all people who were invited but did not attend. A followup letter to them fur-



ther explained the Tri River Area Extension Service's capability and its availability to them as citizens of the area.

In addition to the people contacted through invitations, attendance at the open houses, and followup mailing of

by
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*Area Youth Agent
Tri River Extension Area
Grand Junction, Colorado*



Invited guests register at one of the three Tri River Extension Area offices during Extension's successful open house event.

impressed by the amount of information from Colorado State University available in the Extension offices.

High school and junior high school counselors were particularly interested in what they saw, and have since requested further information.

Apparently, the open houses were successful. The visits, brochures, letters, and mass media publicity made people aware of the Tri River Area Extension Service and its capabilities.

Several persons have commented that the open house should be an annual event. The staff has not decided whether an annual open house would be beneficial. They do feel, though, that an open house on some recurring basis would help the public understand the overall program and also keep them informed of the availability of information and assistance that the Tri River Area Extension Service offers.

And the staff recognizes that understanding on the part of the total public would enhance Extension's position with the four Boards of County Commissioners regarding the relative strengths of area and county programs. □

the brochure, interviews and public service announcements were featured on all of the radio and television outlets in the area. A special news release went to all area newspapers.

People attending the open houses ex-

pressed appreciation for the unusual opportunity to meet the whole Extension staff in one location. Several who were not familiar with the Extension Service said they were impressed by the amount of expertise available on the Tri River Area staff, and were further

"How do I 'fight' with my husband? What can I make with my blender? Is my child growing the way he should? What about buying a home?" These are all questions from young homemakers.

The Oregon Cooperative Extension Service in Marion County realized that the early years of marriage are important and that young homemakers, especially teenage homemakers, were needing answers.

The problem—where to find the teenage homemakers, how to reach them and determine their needs. The Cooperative Extension Service found a way.

In 1967 the girls' counselor in a local high school provided names of young women who had been married during their junior or senior year of school. The Extension agent made home calls to get acquainted and also to find out if they would be interested in special programs planned to meet the needs of young homemakers.

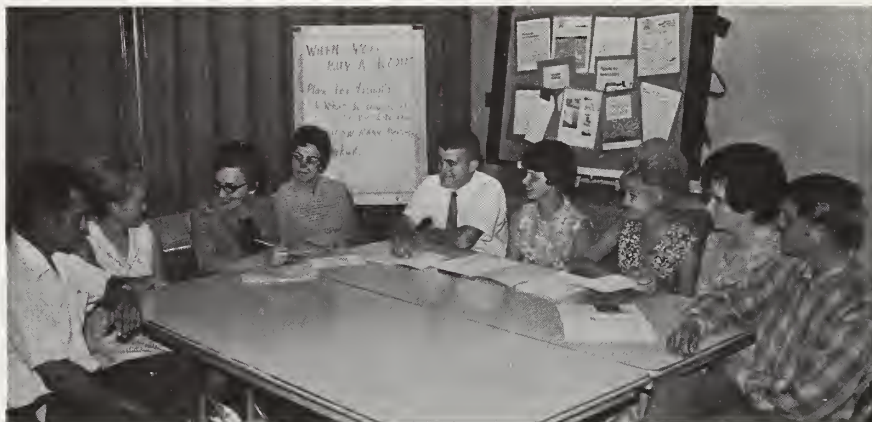
They were interested, and determining the needs of the young homemakers was the next problem to overcome. A steering committee was formed to plan a series of weekly meetings. Each year planning committees composed of young women, and sometimes their husbands, have been organized to determine the needs and interests of the young families.

Locating other young women was a problem, but as a result of the first contacts, 136 teenage homemakers were found in the first 6 months. Referrals of young homemakers in their twenties or younger were sought from many sources—medical society, bar association, counseling services, ministers, county juvenile office, hospitals, health and welfare departments, women in already organized Extension groups, and school personnel. A young homemaker working as an Extension aide contacted many teenage homemakers.

Methods used to get information to the young families have been varied. Much of the information presented at meetings was provided by county and State Extension staff. Volunteer community leaders including doctors, psychiatric social workers, businessmen,

by
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County Extension Home Economist
Salem, Oregon

Young homemakers— eager for help



lawyers, and bank officials were asked to assist with the programs, and they responded.

A monthly newsletter, "Specially For You . . . The Young Homemaker," was started in 1967. Although originally planned for the teenage homemaker, the newsletter was made available to homemakers up to 30 years of age and now has a mailing list of 1,200. Of this number, 250 are 20 years old or younger, 500 are between 21 and 25, and 200 are 26 to 30. A few of the homemakers are over 30 and the ages of the rest are unknown.

The newsletter is prepared by the county Extension office and typically includes hints about toddlers, home management tips, and family communication ideas as well as suggestions on meal planning and money management. The newsletter proved so effective that it is now available throughout Oregon.

Other methods used to inform the young homemakers include workshops on such subjects as home management and decoration, child guidance, sewing knits for children, and buying a home.

A steering committee made up of young couples, above, plans the series "When You Buy That First Home." Young homemakers, like the one at right, appreciate practical tips on topics such as making good use of small appliances.

"Jr. Mrs." programs, or monthly meetings, are planned by the young homemakers themselves on subjects ranging from buying carpeting to knowing when to call the doctor for your child. Husbands come with the homemakers to programs on topics like home buying or child rearing. Correspondence courses in food and meat buying and money management are also available to the homemakers.

For 3 years, the advertising department of the local dailies has coop-



erated in an eight-page special section of the newspaper. The Extension agent provided news articles keyed to young families and the newspaper sold the advertising.

The section included stories about Extension programs and a coupon for requesting information, bulletins and registration for workshops and special meetings. Through the coupon in the special section, more than 200 young families have asked to be placed on the newsletter mailing list each year.

Has the plan been effective? All methods of making contacts with young homemakers produced some results, but the largest number have come from school personnel, the special edition, and the work of the Extension aide. Those receiving the newsletter are eager to provide the names of many of their friends.

The young homemaker program was evaluated in June 1970. About 330 young women responded to a questionnaire included in the newsletter.

Two-thirds of those responding said they call the county Extension office for assistance. Seventy-five percent ask for bulletins listed in the newsletter. The "Toddler Talk" and "Slick Trick" sections in the newsletter were of "much help" to three-fourths of the people responding.

About the newsletter, one homemaker says, "I particularly like 'It Pays To Know' section. Wish I had read the magazine tip (about 'good deal' subscriptions) sooner. It cost us \$130 to learn the hard way."

Another says, "Being a new mother, I've read and followed with interest the comments, etc. under 'Toddler Talk'. Am also glad to see the reliable delicious recipes selected. Thoroughly appreciate receiving the newsletter."

Another homemaker who wrote said she was delighted to hear of the newsletter through a friend. "The whole newsletter has lots of appeal to the young homemakers like me. I especially like having something in the mail for me that's not a bill."

One-fourth of the homemakers responding had attended some of the meetings or workshops scheduled for the young homemaker. The two reasons most often given for not participating were that they were too busy or didn't want to come by themselves. Lack of a babysitter or transportation were also frequently mentioned reasons. Lack of interest was indicated by only six of the 330 responding.

The newsletter proves to be an effective way to reach not only the young homemaker but also her family and friends. Three-fourths of those responding share their newsletter with others, and more than half share it with their husbands. Ninety percent said they either keep the entire letter or clip parts of it for later reference.

The young homemaker and her family can be reached with an Extension program—if we are willing to spend the time and effort to develop new methods and programs. One young homemaker said it well when she remarked to a county advisory committee member, "We've been waiting for you all the time." □

County staff uses closed circuit television

Extension agents in Larimer County, Colorado, obtained a used closed circuit television system in spring 1970 for a fraction of its original cost. Since then, the staff has produced many programs for both youth and adult audiences.

The system consists of a recorder, a 24-inch television receiver, a camera and tripod, several reels of magnetic tape, necessary cable, and a storage cabinet.

The first programs produced were on 4-H projects for which there was a scarcity of qualified adult leadership. One was a 20-minute segment on entomology; it was followed by a 20-minute demonstration on making ice cream and a 20-minute guest meal demonstration. An adult 4-H leader and eight 4-H members volunteered as talent for a 1-hour program on the rabbit project.

To develop expertise in the use of the equipment and test its potential, a graduate class at Colorado State University was filmed. Also, a 1-1/2 hour commercial television program of the Colorado State Fair was duplicated in black and white on the 1-inch tape.

Extension's audiences are generally small audiences, whose special interests are often neglected by usual commercial programing. The audiences to which these locally-made programs have been shown, although small, have been highly motivated through this innovative use of a media already familiar to them.

A short segment of the graduate class was used with six adult leaders in a lesson on "the helping interview" to

help train them in the interview judging of junior leaders.

The ice cream demonstration was shown to 15 aides in the Expanded Food and Nutrition Education Program to help them learn the use of a demonstration as a means of working with their low-income family clientele.

Eighty older 4-H youth viewed a tape prepared by other 4-H'ers on "Economics in Action". This was a prelude to a 2-day conference on consumer education.

The entomology tape has been shown to a fifth grade public school class. This presentation permitted Extension access to the public school system and an opportunity to "sell" 4-H to non-members.

"State Fair" has been shown to a new 4-H Club audience of 10 youth and five adults living in an isolated mountain area of Colorado. In this tape, almost all aspects of the 4-H program are depicted.

The use of video-tape recording and playback over closed circuit has proved to be a challenging learning experience for the county Extension professionals as well as the viewing audiences. Problems such as facilities, equipment, cost, audiences, scheduling, and the like have been reduced, although not eliminated.

A main advantage is that programs can be recorded at times convenient to the Extension agent and other participants and can be shown at later dates.

Tapes can be duplicated, revised, updated, or erased, and storage is con-



Above, Mrs. Sheila Schroeder, home agent, nutrition, monitors video and audio recording levels as a show is taped. At right, Extension Agent Sid Campbell films a nutrition aide's presentation. The television set at left serves as a monitor.

venient for repeated showing over long periods of time. Each tape may be used more than 200 times, resulting in reducing the unit cost of each program presented.

Video-tape recording, the staff has found, can marginally provide the illusion of face-to-face contact, concretize abstractions, and provide talk-back opportunity. More effectively, it can present lectures, demonstrations, panel discussions, interviews, and dramatization.

The limitation of visual devices in

by
Sid Campbell
Extension Agent (Youth)
Fort Collins, Colorado



Extension teaching is virtually eliminated. For example, movies, film strips, slides, dioramas, flannel boards, opaque and overhead projectors, models, props, photographs, and the like, lend themselves to a flexibility of use on the television screen.

Although closed circuit television is not really new, the Larimer County Extension staff feels it is relatively new to the portfolio of educational tools in Extension field offices. Agent-in-charge Don Kaufmann says, "A videotape presentation heightens the motivations of the audience and sharpens

their readiness for an agent's follow-through by capturing and focusing their attention on the subject."

He does not feel, however, that this tool will replace all of the more traditional methods of Extension education. As with any visual aid, the Extension professional needs to learn to use this new one wisely.

The more effectively Extension uses closed circuit television, and understands its special functions, the more it will add to the learning of Extension's clientele and the greater will be its

communication of knowledge, appreciation, skills, and attitudes—the educational goals of the Extension Service.

The Larimer County staff is studying the feasibility of distributing tapes to other counties in the State; and they are evaluating the educational results of programs they have produced.

They see possibilities for future programming in poultry and dairy subject matter; electric and leathercraft project organization and leadership; and training for lay and subprofessional leaders, teachers, and aides. □

Retirement sounds good to the worker who's only 40. But to the man or woman actually facing it, retirement too often means fear of the future.

Working with people before they retire may be one way of easing the transition from the 8-hour day to doing what you want when you want to, believes Murle Scales, Oregon State University Extension assistant State leader for home economics.

Her belief in such planning has been

strengthened by the experiences she and six couples had in a pre-retirement workshop recently completed by the Cooperative Extension Service on the OSU campus.

Not only was it a pilot project for the Extension Service, it also marked the first such effort on the OSU campus for civil service employees. The first such workshop was conducted at the University of Oregon by the Oregon Center for Gerontology, a training center on

Workshop prepares couples for retirement



Joe Cox, acting Extension director, left, awards completion certificates to Mr. and Mrs. Bob McMahan after Oregon State University's pilot pre-retirement workshop for civil service employees.

the Eugene campus funded by the Administration on Aging.

The six men have worked on the Corvallis campus from 8 to 23 years. They, and their wives, gave up their evenings every night for 2 weeks to discuss with members of the Extension staff what retirement means to them.

Why did they do it?

Perhaps one of the men put it best when he said, "I saw four fellow workers retire. They all dreaded it and fought it. That's why I accepted the invitation to participate in the workshop."

The workshop "helped us identify the good and the bad about retirement, and we found many good things about it," a women commented.

Another man felt that it was important "to go into retirement with understanding and not have that 'not knowing' feeling."

All agreed the workshop had been a valuable experience for them and they felt a little more secure because of increased understanding about what to expect.

They also identified some fears about retirement—mainly ill health, lack of money and loss of social contacts—and how they might deal with these.

The six couples agreed that the trick is "to retire to something; not retire from a job," and that the time after 65 should be regarded as the "bonus years" when they can pursue their own interests.

The idea behind the workshop, which may become a pattern for other Extension activity in this area, "is to help people make their own decisions about retirement," Miss Scales explained. The emphasis was on attitudes rather than "how to do it."

"It is important that both the husband and wife attend such sessions, as retirement means adjustments for both," Miss Scales emphasized. To help get the group started, she used a survey sheet developed by the University of Oregon Center for Gerontology. It helped each person identify his feelings about retirement.

The workshop then dealt with partic-

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ular phases of retirement each evening for 2 hours. Sessions covered such subjects as living arrangements, family and friends, income and finance, attitudes, physical and mental health, and social and interpersonal relationships.

Miss Scales prepared for this first effort by taking a class at the Gerontology Center last year and then listing points for consideration. The OSU personnel office worked with her in suggesting employees who were scheduled for retirement in the near future and who might be interested in such a program.

One of the "good things" about the workshop was the close feeling developed among the participants, Miss Scales points out. In fact, the group planned to have dinner together after the workshop was over to trade ideas and discuss retirement further.

Some members of the group have suggested that they would like to help lead similar groups, an idea which both Miss Scales and Joe Cox, acting Extension director, heartily endorse.

The use of volunteers to help teach others is in the best tradition of Extension education, Cox pointed out in his comments to the "class" the final night when he presented certificates of completion.

He also characterized the workshop as reflecting the breadth of programs offered by OSU and an example of efforts being made to extend university resources to all the people.

Miss Scales and other Extension specialists now are planning ways to expand the pilot effort to reach others who are about to retire. They also want to involve nonprofessionals as teachers after training them in both subject matter and teaching techniques. □

Considerations for planning

The ES/USDA staff recently participated in an indepth workshop on Balanced Programming. National authorities in various fields challenged the staff with some rather thought-provoking presentations as bases for group discussion. All the presentations are well worth sharing, but available space limits us to three.

Dr. Paul Miller, president, Rochester Institute of Technology, and former Assistant Secretary of HEW, was the keynote speaker. He sees imbalance between unprecedented success in delivery of technological goods versus a relatively unsuccessful effort in delivery of social goods as a major cause of the current issues surrounding the "haves versus the have nots."

Dr. Miller listed several challenges facing Extension over the next decade in its role of reducing the gap that leads to this conflict. They include:

- a search for alternatives to present and emerging problems,
- breaking down the barriers that separate the knowledge producers from knowledge users,
- broadening the knowledge base from which Extension recruits its workers,
- a more critical evaluation of our effort.

Dr. Saul Silverman, attorney, family counselor, and consultant to the University of Rhode Island, reviewed with the staff some forces that have helped many of the current societal issues surface. He sees society engaged in a wrestling match with an ideology that doesn't seem to fit the times.

For example, the expectations of people as a whole are rising in the face of a long-standing ideology based on "survival of the fittest." Concurrent with this we find a growing concern for care of the weak. Other factors complicating the situation are the breaking down of institutional barriers and the concurrent push for establishment of new relationships and roles that must be democratized. On this base he offered the following suggestions to help cope with the issues:

- understand the whole organizational role and beware of overspecialization,

- demand realistic goals of one's self—idealism can lead to destructive frustration,

- be responsibly experimental—strike a balance between the new and the proven,

- act when action is indicated—talking when action is indicated has cheapened the role of communications,

- commit yourself, remembering that it calls for accountability on priorities selected for action,

- give training the priority it deserves in planning for change,

- be concerned about meaningful human relationships,

- have the courage to make mistakes,

- maintain a sense of humor—it's important in the job situation.

Administrator Kirby reviewed the concept of program balance (reported on this page of the June 1970 issue under the title "The Responsibility We Have") and discussed major factors that influence balance in Extension programs. These factors include:

- audiences—the broad groups such as agriculture, families, youth, communities, and the many sub-groups into which each divides,

- methods, including the industry approach as well as the problem approach,

- organization and staffing to match talent to the educational job to be done,

- program planning committees,

- program initiation at the national, State, and local levels.

Mr. Kirby emphasized that balanced programming is not an "either/or" proposition. It is "some for all" in those programs and priorities that are selected as targets for emphasis. He added that limited resources further complicate program planning, decision making, and priority setting to achieve this important goal of "some for all" in those areas where we have competency, where we should provide service, and where we have a moral and legal responsibility to provide service.—WJW